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# Changing School Culture Through Staff Development

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<i>Patricia Conran</i>	
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<i>Madeline Hunter</i>	
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## Part I Messages from the Knowledge Base

These three chapters come from the staff development research perspective. Chapter 1 is framed from the broad perspective of staff development and the culture of schooling. It identifies the changing of the culture of the school as one of the ultimate goals of staff development. Chapter 2 deals with staff development and the training technology from the perspective of what has been learned about teachers as learners. From this position, learning how to learn becomes a central goal. Chapter 3 focuses on teacher personality and the social climate of the schools, illustrating their interactive effects in a study of the implementation of the content of a staff development program.

<b>1. Staff Development, Innovation, and Institutional Development .....</b>	<b>3</b>
<i>Michael G. Fullan</i>	

Fullan analyzes research pertaining to staff development as a strategy for implementing innovations, as an innovation in itself, and for institutional development. He concludes that the development of true human resource development systems in education depends on the redevelopment of the

culture of the institution. He also asserts that the effects of implementing innovations short of genuine restructuring will be short-lived. He describes his and his colleagues' strategy for establishing a learning consortium devoted to long-term restructuring, but points out that the culture of the school has been resistant to change and that the research on how to modify it lies ahead of us.

**2. The Self-Educating Teacher: Empowering Teachers  
Through Research ..... 26**

*Bruce Joyce with Barrie Bennett and Carol Rolheiser-Bennett*

This chapter focuses on three types of approaches designed to help teachers increase instructional skills: helping teachers obtain information about their behavior; changing the workplace in order to create a more freeing and stimulating environment; and training to help teachers acquire teaching strategies and use them effectively in the classroom. The question addressed is "What has been learned about how teachers learn?" The results are encouraging, especially about what can be expected if powerful staff development systems are put into place. However, this review also underscores the need for research on how to alter the culture of the school so that it will be more productive for teachers and students.

**3. Integrating Staff Development and School  
Improvement: A Study of Teacher Personality and  
School Climate ..... 41**

*David Hopkins*

Hopkins examines the psychological states of teachers and the social climates of schools as contributors to the implementation of staff development programs. The dramatic influence of teachers' psychological states underlines the importance of motivation and the need to help people become fully functioning learners. The effects of social climate differences underscore the importance of leadership in developing positive environments for learning and schooling, and the urgent need for research on effective leadership development.

**Part II**  
**Changing Roles of the Shareholders  
in North America**

These four chapters forecast changes in the roles of the current shareholders in staff development. Each chapter calls for change—in the principalship, the structure of the school, relationships in district personnel, the organization of staff development, and in the university, its personnel, and their relationships to the schools.

4. **The Principal's Role in Teacher Development .....** 71  
*Kenneth A. Leithwood*  
Leithwood has synthesized conceptions of levels of professional competence and psychological development theory into a model for guiding school administrators in their learning facilitator role. The resulting framework transforms the concept of instructional leadership from that of supervisor into that of a leader of learning who is guided by understandings about individual differences in development and how to arrange the environment to increase growth potential.

5. **Staff Development and the Restructured School .....** 91  
*Albert Shanker*  
Shanker describes a collegial workplace and a professionalization of teaching that generates levels and types of staff development far beyond most current practice. Some of the practices reported in this yearbook clearly have elements consistent with his vision. And although many authors argue persuasively for major changes in the culture of the schools and the organizational ethos of school districts, Shanker most sharply sees cultural change as a matter of moral urgency.

6. **The Legacy of the Teacher Center .....** 104  
*Sam J. Yarger*  
Federally funded teacher centers had a short but energetic life. In this chapter, Yarger preserves the guiding concepts and sets forth the lessons learned from their achievements and limitations. He explains how teachers quickly learned to establish policies and manage economical, responsive organizations that served many of their colleagues. The experience testifies to the potential benefits were districts to apply the concept to portions of their staff development investment. Yarger also provides guidelines for making another generation of teacher centers more powerful than the first.

7. **Connecting the University to the School.....** 117  
*Richard I. Arends*  
Arends tackles one of the most vexing problems this yearbook attempts to address—connecting the university to the school. This thoughtful, realistic essay promises no easy routes but searches out avenues that can improve what nearly everyone agrees is a dreadful situation. The vast investment in education faculties—40,000 positions in the United States alone—is underutilized. The expansion of staff development is a opportunity we must seize to reconnect mutual ends and improve the quality of services.

**Part III**  
**Changing Roles of the Shareholders**  
**in England, Wales, and Australia**

These chapters are thorough analyses of the national programs in England and Wales and Australia. Written independently from the above chapters, they describe evolutions of systems and forecasts of changes that are strikingly parallel to those of North America.

**8. Recent Developments in England and Wales..... 147**  
*Ray Bolam*

An interest in developing a vital workplace pervades Bolam's description. As in Canada and the United States, policymakers are trying to find avenues that will simultaneously lead to a better quality of education and professionalism in education personnel. The result is a blend of initiatives for curriculum change that attempts to increase the power of school faculties to improve the quality of education and the power of individuals to develop their own routes for development. Bolam's essay reflects frustration with the dilemmas created by schools that are organized to deliver educational services rather than to improve the content or quality of those services. Initiatives flounder because the necessary restructuring and reorientation of school culture has not yet taken place.

**9. Perspectives from Down Under..... 168**  
*John M. Owen*

Owen describes Australian efforts to build a more vital human resource development system. The attempt to strengthen curriculum implementation while increasing initiative from the schools reflects the need to balance the potential that comes from placing trust in faculties with the attempt to reduce isolation and localism.

**Part IV**  
**Opportunities to Learn: District Initiatives**

Personnel research may not have discovered how to change the culture of the school, but some school districts are certainly making mighty efforts. By providing resources to individuals and schools, and by generating initiatives designed to affect the workplace, forward-looking districts are forecasting the next generation of staff development systems. In these five chapters, we visit two very large and three middle-sized school systems. All five are attempting to build environments that will radically change the growth potential of their teachers and administrators.

**10. The Pittsburgh Experience: Achieving Commitment  
to Comprehensive Staff Development..... 185**

*Richard C. Wallace, Jr., Paul G. LeMahieu, and William E. Bickel*

Pittsburgh's initiatives are signaling a change in the culture of the school and in the district itself. The superintendent has presided over the development of a system that has involved the district's entire faculty in the study of instruction and ways of improving student learning. Teachers and administrators have extensive and intensive experience in a program in which both teachers and staff development personnel serve as instructors. Extensive follow-up is built in, and entire schools have been transformed into active staff development centers. One of those centers, a senior high school, reports student learning rates much higher than those of other large systems. Pittsburgh has demonstrated that a large district can take full responsibility for staff development that is pervasive and powerful.

**11. The Los Angeles Experience: Individually Oriented  
Staff Development..... 203**

*Robert T. DeVries and Joel A. Colbert*

Los Angeles has demonstrated what a large school district can do to surround its personnel with learning opportunities. Unfazed by its many personnel and geographic size, the district has developed an array of hundreds of courses and workshops that are available to all personnel. While many large districts regard size as an obstacle, the staff development office in Los Angeles has focused on the greater potential for resources in a major metropolitan area. The result is a wealth of collaborative activities with universities and institutions of the arts. There are many ways of empowering personnel, and providing a spectrum of learning opportunities is one of them.

**12. The Lincoln Experience: Development of an  
Ecosystem ..... 218**

*Betty Dillon-Peterson*

Over the past 20 years, Lincoln, Nebraska, has developed an extensive, multidimensional staff development program that serves individuals, schools, and district initiatives in curriculum and technology. Staff development in Lincoln is conceived as a dimension of, rather than a part of, the human resource system that is the functioning educational enterprise. This conception elevates the staff development above courses and consultant services in an attempt to change the culture of schooling and make the study of curriculum and teaching a major part of it.

**13. An Experience in Anchorage: Trials, Errors, and  
Successes ..... 229**

*Bill Mell and Carol Mell*

The Mells describe an initiative to develop collegial teams of teachers who share the study of teaching and curriculum. The teachers received extensive instruction in teaching strategies and shared the results of their practice. They enjoyed the activity, found it professionally profitable, and wished to continue and expand the enterprise. Why should maintenance and extension be difficult? The reasons have to do with the differences between an organizational ethos that sustains operations and one that supports what appears so simple on the surface—the establishment of the collegial study of teaching as a pervasive activity in the workplace.

**Epilogue: The Curious Complexities of Cultural Change... 243**

*Bruce Joyce and Carlene Murphy*

**ASCD Board of Directors ..... 251**

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